# HIGH SCHOOL ENGLISH 10th GRADE

# WORKBOOK

LAMİA KARAMİL

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# İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

**Mehmet Âkif Ersoy**

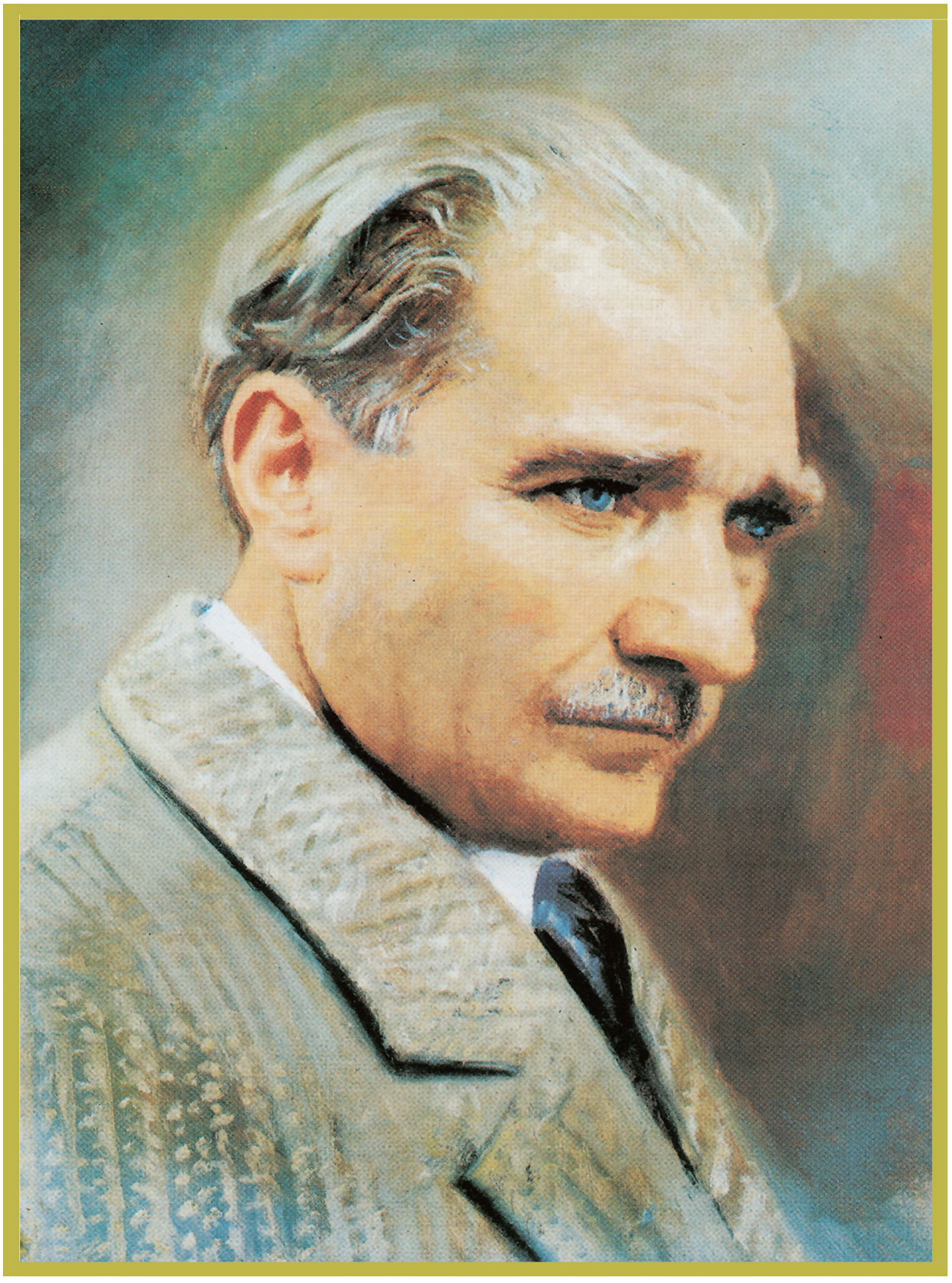
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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# ORGANISATION CHART

THEME 3

## LEGENDARY FIGURE

**FUNCTIONS**

1. Describing past activities and events
2. Talking about sequential actions
3. Describing characters and settings in an event in the past

**Listening** : Putting the events in the correct order by listening to a story
**Pronunciation** : Practicing uttering "–ed" sounds in V2
**Speaking** : Acting out a story as a legendary figure
Retelling a story by describing characters and places
Talking about a historical legendary figure in Turkish history
**Reading** : Scanning a short story to fill in the timelines with events and dates
Answering the questions about past events given in a reading text
**Writing** : Writing the end of a given unfinished story

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9. ***Read and complete the text using the keywords. Then, guess the meanings of the words in bold.***

**Carla** : Mark, I'm so sorry, I can't go out with you to the restaurant tonight. If I _____ (not have) so much to do, I _____ (come).

**Mark** : Why are you so busy?

**Carla** : I'm going on a business trip tomorrow. I wish I _____ (can come) with you. We _____ (can have) a great time!

**Mark** : But, Carla...

**Carla** : Life _____ (be) much easier if I didn't have to go on business trips. We _____ (meet) so many times and _____ (visit) so many places if I _____ (not have) this job and if I _____ (have) more free time.

**Mark** : Carla, I wish you _____ (**give up**) this job. If you _____ (leave) this job, we _____ (spend) a lot of time together. Please, follow my advice.

**Carla** : Oh, Mark! I wish I _____ (be) so **silly**! You know, I can't lose my job.

**a.** "give up" means: **a.** to change **b.** to stop doing
**b.** "silly" means: **a.** lucky **b.** foolish

10. ***Place the words "give up" and "silly" in the sentences below.***

1. It was very _____ of you to go out in the sun without a hat.
2. I've _____ trying to learn French. It's too difficult for me.

Activity

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# THEME 1

# SCHOOL LIFE

**FUNCTIONS**

1. Exchanging personal information in both formal and informal language
2. Taking part in a conversation in everyday life situations

| | |
|---|---|
| **Listening** | : Identifying expressions related to school/everyday life and free time activities |
| **Pronunciation** | : Practicing intonation in asking and answering questions in daily conversations |
| **Speaking** | : Introducing themselves and others individually/in pairs or small groups<br>Exchanging personal information in both formal and informal situations |
| **Reading** | : Diagrammatizing a text about everyday life into a graphic organizer |
| **Writing** | : Describing themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions |

**1.** ***Read the text and fill in the blanks with the verbs in the box in their correct forms.***

**read prepare help love cook enjoy live start finish have go do**

I am Miss Mert. I'm thirty years old and I'm a history teacher at Atatürk High School. I'm single. I _____ with my mother in Ankara, the capital city of Türkiye.

I _____ a very busy life. I usually get up at seven o'clock. I prepare my breakfast and then go to school by bus. School _____ at 8:30. I _____ all my students very much. I really _____ teaching them. Lazy or hardworking, they are all equal for me. I _____ my best to help them. Classes _____ at 3 o'clock and then I _____ back home. I have a cup of tea and _____ for my lessons. Sometimes I go to cafés with my friends before dinner. I always have dinner at home at 8 o'clock. My mother _____ and I _____ with the dishes. Then, we watch TV. I always _____ before I go to bed.

**2.** ***Answer these questions.***

**1.** Who is Miss Mert?

_____ .

**2.** What does she teach?

_____ .

**3.** Does she like her job?

_____ .

**4.** How does she go to school?

_____ .

**5.** How often does she have dinner at 7 o'clock?

_____ .

**6.** How often does she read before she goes to bed?

_____ .

**3.** ***Read and complete the sentences for yourself. Use the clues.***

- Hi, my name is _____.
- I'm _____ (nationality).
- My birthday is on _____.
- I have _____ (sisters and brothers).
- My father is _____ and my mother is _____ (jobs).
- I always _____ (a daily activity).
- I sometimes _____ ( a daily activity).
- I'd like to be a _____ because _____.
- My favourite subject is _____.
- I'm good at _____, but I'm bad at _____ (school subjects).
- My hobby is _____.
- In my free time, I also like _____.
- I don't like _____.
- I'm always in the mood for _____.
- My favourite food is _____.
- My favourite drink is _____.
- My favourite singer/band is _____.
- In my family, we celebrate _____ (movies).
- My favourite place is _____.
  I like it because _____.
- I study English because _____.

**4.** ***What do they do on Saturdays? What are they doing today? Read the table and write sentences.***

| | always | usually | often | sometimes | never | today |
|---|---|---|---|---|---|---|
| **Clark** | do homework | read a book | play computer games | help his mother | go out in the evening | hang out with a friend |
| **Jenny** | write on her blog | watch TV with her cat | go jogging in the park | work in a charity shop | go to a fitness club | watch a basketball game |
| **Mr&Mrs Happy** | go swimmimg at a health center | read the news | go grocery shopping | cook dinner together | have a late breakfast | do a jigsaw together |

**e.g.** Clark always does homework on Saturdays, but today he is hanging out with a friend .

Jenny never goes to a fitness club.

Mr & Mrs Happy sometimes cook dinner on Saturday.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**5.** ***Read the passage and choose the correct answer.***

One of the things I like best about school is my art class. We have a great teacher. Her name is Mrs Talent. She is a wonderful artist. I love watching her when she draws or paints. She teaches us how to mix paint to find the right colours for our paintings. She plays good music while we are drawing and painting. We draw and paint in almost every art class. On some days, we look at the pictures of other artists. It is interesting to do this. It helps me to choose my style: Painting or drawing? We have an art exhibition in May this year. It will be in one of the halls in our town. We always invite people from our town to our art exhibition. Our parents come to our exhibition, too. I have three paintings. I am working on them now. It takes a long time. I hope one of them will be in the exhibition. That's my goal.

**1.** What is one of the favourite classes of this student?

**a.** Maths
**b.** Literature
**c.** Art
**d.** Music

**2.** The student describes Mrs Talent as a _____ .

**a.** nice lady
**b.** wonderful artist
**c.** sweet person
**d.** beautiful person

**3.** What does Mrs Talent teach the class to do?

**a.** act
**b.** write great stories
**c.** solve problems
**d.** mix paint

**4.** What helps the student to choose his/her style?

**a.** painting
**b.** looking at pictures of other artists
**c.** mixing paint
**d.** drawing

**5.** Where will the art exhibition be?

**a.** at a hall
**b.** at a library
**c.** at school
**d.** at one of the parks

**6.** What is the student's goal?

**a.** He/She can sell his/her paintings.
**b.** One of his/her paintings will be in the exhibition.
**c.** The teacher likes his/her paintings.
**d.** He/She can be a famous artist

**6.** ***Fill in the blanks with the given words in their correct forms.***

| | | | | |
|---|---|---|---|---|
| **survey** | **refer** | **grooming** | **term** | **get on** |
| **leisure** | **facility** | **average** | **attend** | **uniform** |

**1.** She began _____ at 8 o'clock and she was ready at 9 o'clock.

**2.** Our town has excellent sports _____.

**3.** The school _____ ends on the ninth of July.

**4.** I sleep six hours a day on _____.

**5.** I prefer grey because my school _____ is grey.

**6.** I _____ very well with my brothers.

**7.** A recent _____ shows that the number of smokers is decreasing.

**8.** The teacher often _____ to his notes while he is teaching.

**9.** What are your _____ time activities?

**10.** Why didn't you _____ class yesterday?

**7.** ***Read and put the sentences in order to make up a dialogue between a mother and a son.***

1 Oh, you are still sleeping. Wake up, it's time for school.

I can do all that in five minutes when I wake up.

2 Mmmmm …. just five more minutes…. I'm dreaming, mum.

I know I must, but I'm so tired. Let me sleep for five more minutes.

You know you take a shower and get dressed before breakfast.

9 OK, then. Five more minutes. I'm waiting for you. Breakfast is ready. Don't be late!

You can't get up in five minutes if you go on sleeping.

3 You must get up and get ready for school.

I promise I'll wake up in five minutes.

# THEME 2

# PLANS

**FUNCTIONS**

1. Describing future plans and arrangements
2. Expressing one's ideas in unplanned situations
3. Making oral presentations on a planned topic

| | | |
|---|---|---|
| **Listening** | : | Catching the details of future plans and arrangements in a recorded text/video |
| **Pronunciation** | : | Practicing intonation in asking and answering questions in daily conversations |
| **Speaking** | : | Talking about their own plans for the future<br>Expressing their ideas in unplanned situations |
| **Reading** | : | Identifying specific information about people's future plans and arrangements in a text<br>Skimming a text to draw a conclusion |
| **Writing** | : | Writing an opinion paragraph about their plans |

**1.** ***What are they going to do? What is going to happen? Write sentences under the pictures.***

_____

_____

_____

_____

_____

_____

**2.** ***Match these sentences to make up mini dialogues.***

| | |
|---|---|
| **1.** I'm bored. ( **a** ) | **a.** I'll play with you. |
| **2.** I'm in a hurry. ( ) | **b.** I'll make you a sandwich! |
| **3.** The phone's ringing. ( ) | **c.** I'll close the window! |
| **4.** I've lost my pen! ( ) | **d.** I'll give you mine. |
| **5.** It's hot in here! ( ) | **e.** I'll help you with English! |
| **6.** I'm thirsty! ( ) | **f.** I'll make you some coffee! |
| **7.** Our fridge is empty! ( ) | **g.** I'll call you a taxi! |
| **8.** I'm hungry! ( ) | **h.** I'll answer it! |
| **9.** It's cold in here! ( ) | **i.** I'll open the window! |
| **10.** I've got too much homework! ( ) | **j.** I'll bring you some water! |
| **11.** I'm sleepy! ( ) | **k.** I'll buy some food! |

**3.** ***Plan an imaginary trip. Decide and write where you're going to go, how long you're going to stay, what you're going to do, etc.***

**4.** ***Write A if the decision is unplanned or B if the decision is arranged before.***

1. I'm bored! I think I'll phone Susan. __A__
2. Our teacher says he is going to give us a test next week. ____
3. You haven't got any money? I'll lend you some. ____
4. The boss doesn't know the truth. I'm going to tell him Mark is telling a lie. ____
5. There is a test next Monday, so I'm going to study over the weekend. ____
6. Oh, you're ill. I'll make some soup for you. ____

**5.** ***What will happen in the future? Guess and write sentences for the situations below.***

What will happen to you in ten years' time?

*I will work in a big city*.

_____.

_____.

What will your friend do at the weekend?

_____.

_____.

_____.

What will the weather be like next summer?

_____.

_____.

_____.

What will happen to TVs in the future?

_____.

_____.

_____.

**6.** ***Read the sentences and underline the correct tense.***

**e.g.**

One day everybody *will have* / *is going to have* good housing.

1. I *will play* / *am going to play* tennis this Sunday.
2. It *will rain* / *is going to rain*. Look at those clouds.
3. She *will get married* / *is getting married* on Friday at the City Hall.
4. It *will be warm* / *is going to be warm* tomorrow, with some clouds in the afternoon.
5. Look at that cat! It *will catch* / *is going to catch* a bird!
6. I hope this summer *won't be* / *is not going to be* as hot as it was last summer.
7. Don't tell her! She *will tell* / *is going to tell* everybody else.
8. Aunt Mary *will fly* / *is going to fly* back home this Monday. She has already bought the ticket.
9. Alice *will have* / *is going to have* a baby.
10. They *will plan* / *are planning* to move to another city.

**7.** ***Read the situation and write a short text message to your friend.***

It's Wednesday. You are going to meet with a friend tomorrow, but you can't make it. You've got an English test on Friday morning and you are going to study. Friday evening you are going swimming. Try to arrange another date.

**8.** ***Complete the sentences or dialogues.***

**1.**

**Teacher:** I think you _____ become good scientists.

**2.**

**Aisha:** I'm very good at sports especially at running. I _____ _____ an athlete.

**3.**

**Passenger:** What time _____ _____ (train) leave?

**Ticket Clerk:** It _____ at 12.14.

**4.**

**David:** I can't understand this part.

**Tom:** Don't worry. I _____ _____ you.

**5.**

**Jill:** Any plans for the weekend?

**Lulu:** Yes. I _____ to Paris. Tickets were really expensive.

**9.** ***Read the dialogue. Use the keywords and complete it with a suitable future form.***

**Ayşe** : Who do you think will be at the party?

**Celine** : I think Jack _____ (be) there because it's his party. Claris _____ (go) because she doesn't like Jack and Rick _____ (go) because he is sick.

**Ayşe** : Who are you coming with?

**Celine** : _____.

**Ayşe** : What time _____ (be) there?

**Celine** : _____.

**Ayşe** : What do we have to take?

**Celine** : I don't know. I think _____ (take-nuts).

**Ayşe** : That's a good idea. _____ (take-drinks).

**Celine** : Yeah, we will need a lot of drinks.

**Ayşe** : I'm very excited. I love to be with friends.

# THEME 3

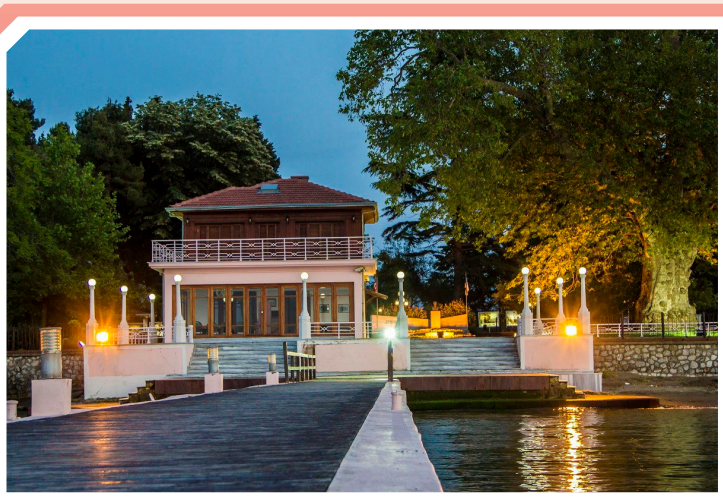
# LEGENDARY FIGURE

**FUNCTIONS**

1. Describing past activities and events
2. Talking about sequential actions
3. Describing characters and settings in an event in the past

| | |
|---|---|
| **Listening** | : Putting the events in the correct order by listening to a story |
| **Pronunciation** | : Practicing uttering "–ed" sounds in V2 |
| **Speaking** | : Acting out a story as a legendary figure |
| | Retelling a story by describing characters and places |
| | Talking about a historical legendary figure in Turkish history |
| **Reading** | : Scanning a short story to fill in the timelines with events and dates |
| | Answering the questions about past events given in a reading text |
| **Writing** | : Writing the end of a given unfinished story |

**1.** ***Read the text about "Walking Mansion" and place the words "first", "then" and "finally" in the gaps.***



People all over the world will soon watch the television documentary about the legendary "Walking Mansion" (Yürüyen Köşk) in Yalova. The story behind the name "Walking Mansion" is interesting:

Atatürk often came to Yalova to visit the thermal facilities there. On one of his visits, a large plane tree in the Millet Farm near Yalova Pier attracted his attention. Atatürk rested in the shadow of the plane tree for a while and ordered to build a kiosk near that tree. A mansion was built there in 1929.

When Atatürk went to the mansion one day, in the summer of 1930, a gardener asked for permission to cut a branch of the plane tree because it was slowly sinking into the mansion and hitting the roof. They said the branch would damage the roof and the wall. Atatürk didn't want them to cut the branch of the tree, so he asked them to move the building a little further on tram rails. Some engineers and technical staff came to Yalova. When the team dug the foundations and went down to the basic level, tram rails were brought from İstanbul.

They planned the execution of the mansion in two stages. _____ on August 8, 1930, they positioned the terrace section of the building on the rails. _____, in the next two days, they placed the main building foundations on the rails. While they were working, Atatürk was following the construction execution. _____, they shifted the building to the east by 5 meters and the construction was completed.

Atatürk rested in this mansion and drank his coffee under the plane tree many times after this event. Before he died, he donated the mansion to the Turkish nation like all his immovables. Currently, it is partly open to the public as a house museum.

This event shows that the legendary leader Mustafa Kemal Atatürk gave a lot of importance to the environment and his efforts to protect a tree carried strong environmental messages.

**2.** ***Read the text again and choose the correct one.***

**1.** Atatürk often came to Yalova to _____

a. visit his mother.
b. discuss the political problems in Yalova.
c. meet his close friends.
d. take a bath at a hot spring in Yalova.

**2.** Atatürk wanted to have a mansion in the Millet Farm because _____

a. he liked a huge plane tree in the farm very much.
b. he thought the Millet Farm was the most beautiful place in Yalova.
c. the flowers in the garden were unique.
d. the people in Yalova wanted him to have a mansion there.

**3.** "Walking Mansion" is a special place because _____

a. Atatürk stayed there for a long time.
b. the building was moved to the east by 5 meters.
c. the building has a beautiful construction plan.
d. it is entirely open to the public.

**4.** "Walking Mansion" _____

a. is a private property.
b. is under the control of a foreign company.
c. is closed to visitors.
d. belongs to the Turkish people.

**3.** ***The words below are taken from the text you have read. Match them with their meanings. There is one extra meaning.***

| | | |
|---|---|---|
| 1. execution | ..... | A. impossible to move |
| 2. currently | ..... | B. a very large, expensive house |
| 3. immovable | ..... | C. move or change from one position to another |
| 4. foundations | ..... | D. course of action, carrying out, performance |
| 5. shift | ..... | E. the structures below the surface of the ground |
| | | F. at the present time |

**4.** ***Read the text and write true ( T ) or false ( F ).***

## South America

## The Discovery of Fire

In Tierra del Fuego people say that once there lived two good spirits, the brothers Alvarado. One day, the elder brother found some stones and he repeatedly beat them against each other. One of these stones was a flintstone. And when he was playing with it, a spark arose suddenly. Alvarado was surprised and tried again. Then, he took a handful of dry feathers and dropped the spark on them. There was a flame. So he gathered dry grasses and some wood, and put them on the flame. He cried happily: " This is a great gift. I have discovered the fire! I will make sure that the fire will always burn without ever dying down." But the younger Alvarado had other plans: " It is better if people try hard for the fire. They mustn't earn it easily. Otherwise, they will get too comfortable. If someone extinguishes the fire, they should light the fire themselves." He said it and put out the fire.

1. The brothers Alvarado were good people. (.....)
2. Tierra del Fuego is in North America. (.....)
3. The elder brother found a flintstone. (.....)
4. He was breaking the stone when he noticed the spark. (.....)
5. There was a flame when he dropped the spark on some dry feathers. (.....)
6. The younger brother wanted the fire to burn forever. (.....)
7. The elder brother put out the fire. (.....)

**5.** ***Read the sentences and underline the correct tense.***

**a.** I *saw* / *was seeing* a very good programme on TV last night.

**b.** While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my money. I don't know how.

**c.** Last week the police *stopped* / *were stopping* Alan in his car because he *drove* / *was driving* at over 110 km/h.

**d.** How *did you cut* / *were you cutting* your finger?

**e.** I *cooked* / *was cooking* and I *dropped* / *was dropping* the knife.

**6.** ***Read the text and complete it with "when" or "while".***

Fatma Seher Erden (Erzurumlu Fatma) (1888-2 July 1955), was a Turkish heroine. She fought bravely during the Turkish War of Independence.

She was born in Erzurum. Her husband died _____ he was fighting in the First World War. In 1919, _____ Mustafa Kemal Pasha was holding a congress, she travelled to Sivas. She wanted to be a soldier in the army and fight. Mustafa Kemal Pasha approved it and she began her career as a corporal and later she became the first female lieutenant.

She formed a militia group. There were 43 women and 700 men under her command. The Greek Army took her prisoner twice, but she escaped. She fought at İzmit-Bursa and İzmir fronts. _____ she retired, she was a lieutenant. She donated her pension to the Turkish Red Crescent. A journalist found her in 1933 _____ she was living in poverty. She died at a pension house.

**7.** ***Write about a personal experience. Describe the people and the place.***

**e.g.**

Last night we went to the cinema. When we returned home, the door was open. A window was broken and the house was in a mess. My mother cried and my little sister shouted when they saw the rooms. My father called the police. The thief took all the family jewellery and some money. While the police were dusting for fingerprints, I watched them.

_____

_____

_____

_____

_____

_____ .

**8.** ***Read the explanation about urban legends and answer the question.***

How does an urban legend spread? _____ .

## Urban Legends

Urban legends circulate mainly by word of mouth, are generally anonymous and different in detail because while one is telling it to another, it changes. It is usually false, events are strange and it has a moral story. When someone tells one of these stories, it is interesting because of the details. They tell you:

- ✔ *When it happened*
- ✔ *Who it happened to*
- ✔ *Where it happened*
- ✔ *How people felt*
- ✔ *What they were wearing*
- ✔ *What they were doing etc.*

**9.** ***Read the urban legend below and complete it adding some details to make it more interesting. Imagine it is a true story. Finally, write the moral of the story.***

### A Lucky Escape

One day a woman worked late at night. When she left her office, it was about _____ (what time?) . She got into _____ (what?) and drove on to the motorway. She noticed a pair of headlights in her rear-view mirror. It was approaching her. She slowed down and thought that the car was going to pass her car, but it came dangerously close to her and started flashing the bright lights. She _____ (felt how?). The bright lights came back on again. The woman tried hard to keep her eyes on the road. When she left the motorway, the other car was still following her and flashing the bright lights periodically. Finally, she parked her car in front of her house and ran towards _____ (where?) to call the police. As she _____ (doing what?), she heard the man shouting: "Lock the door. Call the police!"

When the police arrived, she learned _____ (what?). The man in the car behind her was trying to save her because he saw a silhouette of a man sitting in the back seat of her car. He was holding a butcher knife. He wanted to _____ (do what?), but when the driver flashed his bright lights, he always laid down in the back seat.

The moral of the story: _____

**10.** ***Match the sentence halves to make a meaningful sentence.***

| | | | |
|---|---|---|---|
| **1.** I was looking at the sky | (.....) | **a.** | when they found a wallet. |
| **2.** While I was doing my homework, | (.....) | **b.** | someone threw a glass of water on his face. |
| **3.** While mum was washing the dishes | (.....) | **c.** | the fire alarm went off. |
| **4.** While we were doing our English exam, | (.....) | **d.** | I learnt a lot of things about space. |
| **5.** They were walking in the park | (.....) | **e.** | when I fell down and broke my leg. |
| **6.** While my brother was sleeping, | (.....) | **f.** | my dad was cooking dinner. |
| **7.** The detective found some evidence | (.....) | **g.** | while he was searching the house. |
| **8.** I was going up the stairs | (.....) | **h.** | when I saw a UFO. |

# THEME 4 TRADITIONS

**FUNCTIONS**

1. Describing habits and routines in the past
2. Making oral presentations on a specific topic

**Listening** : Locating specific information about traditions in charts by watching short documentaries

**Pronunciation**: Practising /t/ and /Ø/ sounds

**Speaking** : Delivering a short speech using visuals on traditions

Talking about several things they used to do when they were children

**Reading** : Answering the questions about short texts on social, educational, and technological lives of people in the past around the world

Identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text

**Writing** : Writing a short paragraph of comparing traditions around the world

Writing the things they used to do when they were children

**1.** ***Look at the photos and the clues. Then, write sentences using "used to/didn't use to".***

e.g.

(fast food) *People didn't use to eat fast food* .

(plough)_____

_____ .

(play blind man's buff)_____

_____ .

(school bus)_____

_____ .

(gramophone)_____

_____ .

(horse carriage)_____

_____ .

**2.** ***George Sandy has finished high school and goes to university now. Write sentences describing the differences in his life.***

| Four years ago | Now |
|---|---|
| **1.** lived in a small town | lives in London |
| **2.** played tennis | doesn't like sports |
| **3.** didn't like music | likes classical music |
| **4.** had a lot of money | doesn't have much money |
| **5.** didn't read many books | reads a lot |

**1.** George used to live in a small town, but now he lives in London.

**2.** _____ .

**3.** _____ .

**4.** _____ .

**5.** _____ .

**3.** ***Complete the conversation with the correct form of "used to".***

**Steven:** There is a theatre studio here. I _____ go there when I was at school.

**Karen :** Really? _____ study art there?

**Steven:** Yes, I did. And I _____ play in some performances.

**Karen :** Well, you've never told me about that before.

**Steven:** No, I didn't. I _____ be embarrassed about it. I played strange and funny characters.

**Karen :** What? _____ play animals or things?

**Steven:** Yes, I did. I _____ like it, but I had to.

**4.** ***Use your imagination and write about what people "used to" do before these inventions.***

**1.** television (1926)

*People used to read more books* .

**2.** farming (about 10000 years ago)

_____ .

**3.** written words ( about 5000 years ago)

_____ .

**4.** central heating (about 200 years ago)

_____ .

**5.** alarm clocks (1879)

_____ .

**6.** electric lights (1879)

_____ .

**7.** cameras (1814)

_____ .

**8.** telescopes (1608)

_____ .

**9.** Internet (1950s)

_____ .

**10.** cell phones (1983)

_____ .

**5.** ***Read the text and place the sentences below in the correct paragraphs.***

**a.** Another difference is that there didn't use to be many sources of entertainment.

**b.** Nowadays, we have fast and comfortable cars and more people travel by plane.

**c.** Do we really have better lives?

**d.** Over the last century, we have experienced many important changes in our lives.

**e.** In the past, there were fewer schools and the quality of education was much poorer.

## BETTER OR WORSE?

**1.** _____.

Actually, it is hard to compare life in the past with life in the twenty-first century because there are so many changes.

**2.** First of all, people couldn't travel such long distances in such a short period of time. The planes were not popular then because they used to be a very expensive means of transport. _____.

Moreover, in the past, people used to work much harder because they did not have tools to make their work easier. Today, computers and other machines do most of the difficult and dangerous work. In the past, the conditions of living were not as comfortable as they are now. There didn't use to be bathrooms and running water in many houses, besides many people could not afford household appliances like fridge, TV set or vacuum cleaner because they used to be luxurious goods.

**3.** Another difference between living now and in the past is the fact that nowadays access to education is much easier. _____ _____. Besides, nowadays it is much easier to find the educational materials because we have the internet.

**4.** _____.

So people used to spend more time with their family and friends. They also respected their traditions. Traditions teach younger generations a lot of things and help relationships to be stronger, but, nowadays, most people prefer to have lonely lives.

**5.** As a result, it is clear that life has changed significantly in the last couple of years. It is definitely much easier now. The scientific achievements and technological progress are amazing. We still create new inventions to make our lives simple. On the other hand, however, life now is much faster and busier than it used to be. Moreover, it has also become more dangerous. _____

**6.** ***Read the text in part 5 and match these headings with the paragraphs.***

**a.** Changes in technology (.....)

**b.** Conclusion (.....)

**c.** Social life (.....)

**d.** Introducing the topic (.....)

**e.** Changes in education (.....)

**7.** ***Read the text on page 34 again and answer these questions.***

**1.** Why didn't people prefer to travel by plane in the past?

_____ .

**2.** What makes work easier today?

_____ .

**3.** Why was the quality of education poorer in the past?

_____ .

**4.** Why are traditions necessary?

_____ .

**8.** ***Answer these questions.***

**1.** Did you use to have a pet?

_____ .

**2.** Who used to be your hero when you were a child?

_____ .

**3.** Did you use to get good grades when you were in secondary school?

_____ .

**4.** What used to be your favourite game to play?

_____ .

**5.** Where did you use to play when you were a child?

_____ .

**6.** What is a food that you used to hate but now you like?

_____ .

**9.** ***Read these tongue twisters to practice "th" /ɵ/ sound.***

**1.** I thought a thought. But the thought I thought wasn't the thought I thought.

**2.** Three thin thieves thought a thousand thoughts. Now if three thin thieves thought a thousand thoughts how many thoughts did each thief think?

**3.** The thirty-three thankful thieves thought they thanked the other thirty-three thankful thieves throughout Thursday.

**4.** Thirty thousand thoughtless boys thought they would make a thundering noise.

**5.** They threw three thick things.

**6.** Is this the thing? - Yes, this is the thing.

# THEME 5 TRAVEL

**FUNCTIONS**

1. Talking about past and present events/experiences
2. Booking
3. Exchanging ideas and plans
4. Asking for approvals and/or confirmations

**Listening** : Listing phrases for booking in a recorded text

**Pronunciation** : Practising intonation in question tags (both rising and falling)

**Speaking** : Asking and answering about their own and other people's travel experiences
Booking a room at a hotel/ a table in restaurant etc
Confirming information during a conversation
Taking part in a dialogue in a group to make a travel plan

**Reading** : Making use of written instructions in order to draw a route
Classifying different vacation types in a reading passage

**Writing** : Writing an e-mail to a friend about their holiday experiences
Preparing a travel guide of a city they have visited

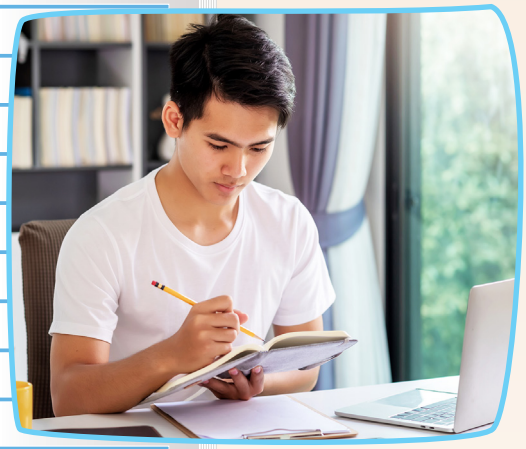
**1.** ***Adam is preparing for his vacation. Add to his "Things to Do" list and write sentences about what he has done or has not done.***

Check the timetable ✘

Borrow a guidebook ✔

Look at the map ✔

Find a cat pension ✘



**1.** He hasn't checked the timetable yet.

**2.** He has already borrowed a guidebook.

**3.** _____.

**4.** _____.

**5.** _____.

**6.** _____.

**7.** _____.

**8.** _____.

**2.** ***Write sentences that go with these time expressions.***

**unfinished time**

*I haven't seen her* _____

_____ **today.**

_____

_____ **this week.**

_____

_____ **this month.**

_____

_____ **this year.**

**finished time**

_____

_____ **yesterday.**

_____

_____ **last week.**

_____

_____ **last month.**

_____

_____ **last year.**

**3.** ***Circle the correct form: the present perfect or the past simple.***

**e.g.** I **read** / **have read** only 50 pages of this book.

1. This travel writer, Peggy Cass, **has won** / **won** a lot of awards.
2. **Were you** / **Have you been** at home yesterday?
3. I **have been** / **was** abroad twice.
4. My classmates **visited** / **have visited** most of the museums in Ankara.
5. **Have you read** / **Did you read** the book I brought from India?
6. My brother **has studied** / **studied** English in Oxford last year and I visited him there.
7. My parents **visited** / **have visited** the British Museum in 2010.
8. I **haven't seen** / **didn't see** them since they returned from holiday.
9. The teacher **hasn't given** / **didn't give** us much homework today because we're going to visit the city citadel tomorrow.
10. The airline **lost** / **has lost** my luggage. What should I do?

**4.** ***Complete the sentences below using "since" or "for".***

1. I have stayed in France _____ six months.
2. I have been in this city _____ 2000.
3. We have been friends _____ yesterday. We took a day trip together.
4. They have learnt English _____ ten days before they go abroad.
5. They haven't gone to the seaside _____ July.
6. I have waited for the City Sightseeing Bus _____ twenty minutes.
7. We have lived in different countries _____ I was born.
8. He has travelled in Australia _____ six months.
9. I have subscribed to a travel magazine _____ twenty years.
10. He has been on the train _____ lunchtime.

ebu Activity

**5.** ***Fill in the blanks with "already, just, yet, ever".***

**e.g.** Teacher: Have you finished your essay yet?
Student: I've already finished it. Here it is.

**1.** Ayşe has ___*already*___ been to Barcelona. She doesn't want to go there again.

**2.** Have all the guests arrived _____ ?

**3.** Have you _____ eaten sushi?

**4.** Carol has _____ renewed her passport, but I haven't renewed mine _____.

**5.** No, thank you. I've _____ had lunch.

**6.** "Has Ali _____ travelled abroad?" "Yes, I think so."

**7.** Tom hasn't sent the travel photos _____ .

**8.** "Have you booked your flight?" " Yes, Mum. I've _____ booked it."

**6.** ***Complete the dialogue and book a flight.***

**A:** *We would like to book a flight* _____.

**B:** I can help you with that. Where are you traveling to?

**A:** _____.

**B:** What date do you want to fly on?

**A:** _____.

**B:** Do you want to fly out of Heathrow Airport or Gatwick Airport?

**A:** _____.

**B:** Would you prefer a morning or an afternoon flight?

**A:** _____.

**B:** How will you pay?

**A:** _____.

**B:** Well, I have booked your flight. Here are your tickets.

**A:** Thank you.

**7.** ***You wrote an e-mail to the hotel management to book a room, but the sentences are mixed up. Write the correct order.***

Send Chat Attach Address Fonts Colors Save As Draft

Account:

Dear Sir/ Madam,

**A.** I would like to book a double room for 3 days. (....)

**B.** I'm going to arrive early in the morning on May 1st. (....)

**C.** Will you please inform me about the reservation? (....)

**D.** I'm planning to pay by credit card. (....)

**E.** I'd prefer an air-conditioned room with a bath and a sea view. (....)

Yours faithfully,

(Your name)

**8.** ***Complete the missing parts of the question tags.***

**1.** I am listening to you, aren't I?

**2.** You like travelling, _____?

**3.** I wasn't travelling when you came, _____?

**4.** Murat went to the theatre last week, _____?

**5.** You have learnt a lot about the world in this school, _____?

**6.** There weren't many people on a hot air balloon ride over Pamukkale, _____?

**7.** You have never been to China, _____?

**8.** I always take photos on holiday, _____?

**9.** There is a great fun fair in London, _____?

**10.** She used to live abroad, _____?

**9.** ***Read the dialogue and fill in the blanks with the questions or phrases below.***

**have you? - aren't you? - How long have you worked there? - Sorry did you say - Pardon? - What animals have you photographed? - What else have you done? - haven't you? - I mean**

**A:** You are a reporter,_____?

**B:** Yes, I am.

**A:** Who do you work for?

**B:** I work for a famous American weekly magazine.

**A:** _____?

**B:** For 5 years.

**A:** What countries have you visited?

**B:** I've been to Europe, Africa, Japan and Brazil.

**A:** _____?

**B:** I've done many unusual and pleasant things.

**A:** You have stayed in a Pigmy village, _____?

**B:** Yes, I have. I have also met the shortest people on Earth.

**A:** _____ you met the shortest people?

**B:** Yes. I was in Kenya.

**A:** Very interesting. _____?

**B:** Almost all of them. I've even photographed a tigress giving birth to a baby.

**A:** _____?

**B:** I've taken pictures of a tigress giving birth to a baby.

**A:** What kinds of meat have you eaten?

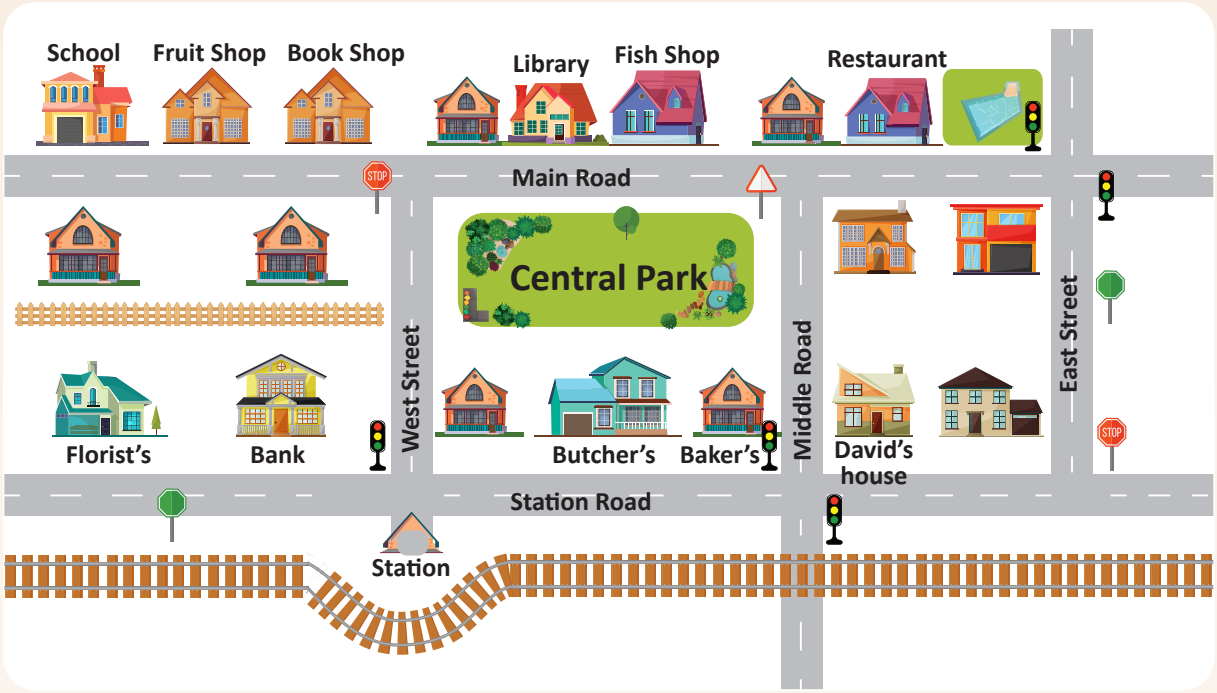
**B:** I've eaten plant-eating animals' meat. _____

I've eaten beef, lamb and so on.

**A:** You haven't killed an animal, _____?

**B:** Of course not. It's cruel. Animals have rights, too.

**10.** ***How can I go to the ...? Read the sample dialogue and write a similar dialogue to go to the fruit shop.***




**e.g.**

**Son** : Hello? Mum, I'm lost. I cannot find the butcher's.

**Mum** : Where are you?

**Son** : I'm in Main Road.

**Mum** : Have you passed the restaurant yet?

**Son** : Yes, I've already passed the restaurant.

**Mum** : Have you crossed Middle Road?

**Son** : Yes, I've just crossed Middle Road.

**Mum** : Go down Middle road and turn right into Station Road. It is next to the Baker's on your right.

# THEME 6 HELPFUL TIPS

**FUNCTIONS**

1. Giving and receiving advice
2. Talking about rules and regulations
3. Talking about consequences

**Listening** : Analyzing the situation and the phrases related to giving and receiving advice

**Pronunciation**: Practicing intonation in advice structures

**Speaking** : Talking about the consequences of wasting energy sources

Talking about household chores they are responsible for

**Reading** : Identifying the advice, rules and regulations in a text

Making use of contextual clues to infer the possible consequences about helpful tips

**Writing** : Writing a paragraph about possible consequences when they don't obey the rules

Writing an advice letter about youth problems

**1.** ***Match the situations with the pieces of advice.***

**1.** I don't understand the new topic in physics.

**2.** I love eating and I'm fat.

**3.** I often feel tired.

**4.** My friends laugh at me because I don't like pop music.

**5.** I am not very good at writing compositions.

**6.** I want to be an actor.

**7.** I am not very good at writing in English.

**8.** I am always late for school.

**9.** I can't swim and don't want to go canoeing next summer.

**10.** I never remember your phone number.

**A.** You should join our school drama club.

**B.** You should do some sport, eat more fruit and vegetables and sleep more.

**C.** You should write it down in your notebook.

**D.** You should take up swimming.

**E.** You should take up sport. You shouldn't eat sweets.

**F.** You should ask your teacher to explain it to you.

**G.** You should find an English penfriend.

**H.** You should always try to make a plan of your composition before you start writing it.

**I.** You shouldn't get up so late.

**J.** You shouldn't worry about it. They aren't real friends.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| F | | | | | | | | | |

**2.** ***Read these problems and write advice.***

1. – I've got a toothache.

   – _____ .
2. – I left my wallet on the bus.

   – _____ .
3. – I want to buy a TV but I don't have much money.

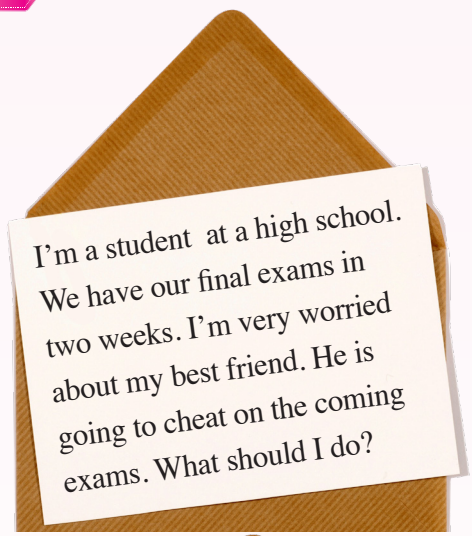
   – _____ .
4. – I've just moved here and I don't have any friends.

   – _____ .
5. – I've got a backache.

   – _____ .
6. – I can't find my mobile phone.

   – _____ .

**3.** ***Read the letters to an advice column and answer them giving advice.***




_____

_____

_____.

_____

_____

_____

_____.

**4.** ***Match the two halves of the sentences.***

| | |
|---|---|
| **1.** The teacher gets angry (.....) | **a.** you should take a boat trip on the river. |
| **2.** You will pass your exams if (.....) | **b.** we can catch the train. |
| **3.** If I go to Paris (.....) | **c.** she appears on TV. |
| **4.** If I don't know a word (.....) | **d.** you work hard. |
| **5.** I always arrive early if (.....) | **e.** you could try travelling by train. |
| **6.** If you go to Vienna (.....) | **f.** you smoke. |
| **7.** Cindy will be famous if (.....) | **g.** I look it up in my dictionary. |
| **8.** If you want to travel cheap (.....) | **h.** I'll visit the Eiffel Tower. |
| **9.** You can't be a first-class athlete if (.....) | **i.** I come by bus. |
| **10.** If we hurry (.....) | **j.** if we don't work hard. |

**5.** ***Read the story and answer the questions.***

*Jerry is 16 years old. He doesn't study much because he spends all his time listening to music and dancing. He always watches music channels until late hours, so he cannot wake up at 7:30 in the morning to go to school. His twin brother Roy is the exact opposite of Jerry. He studies hard and he always advises him to study and go to music school.*

1. What will happen if Jerry doesn't spend all his time listening to music and dancing?

   _____ .

2. What can Jerry do if he doesn't watch music channels until late hours?

   _____ .

3. What will he do if he doesn't go to bed late?

   _____ .

4. Which school can Jerry go to if he listens to his brother?

   _____ .

**6.** ***Complete these sentences making necessary changes. Use "will/ can/ could /must/ should".***

**1.** If he _____ (have) a temperature, he _____ (see) the doctor.

**2.** You _____ (buy) her a present if you _____ (want) to make her happy.

**3.** What _____ (happen) if my parachute _____ (not open)?

**4.** If you _____ (find) some money in the street, you _____ (take) it to the police.

**5.** You _____ (eat) your food if you _____ (want) to watch TV.

**6.** If she _____ (earn) a lot of money, she _____ (fly) to New York.

**7.** I _____ (meet) you at three if I _____ (finish) in time.

**8.** If the sun _____ (shine), we _____ (walk) to the town.

**9.** Peter _____ (buy) a new car if he _____ (get) his raise.

**10.** If I _____ (win) the lottery, I _____ (buy) you a new car.

**7.** ***Complete these sentences.***

**1.** A good teenager must _____*be respectful to the old*_____ .

**2.** A good teenager mustn't _____ .

**3.** A good friend must _____ .

**4.** A good friend mustn't _____ .

**5.** A good teacher must _____ .

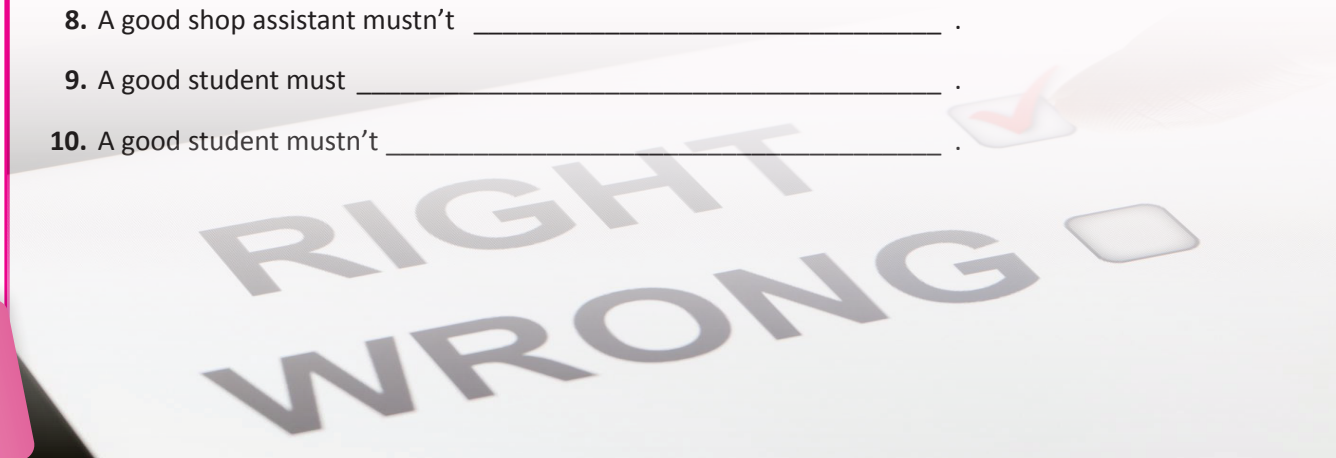
**6.** A good teacher mustn't _____ .

**7.** A good shop assistant must _____ .

**8.** A good shop assistant mustn't _____ .

**9.** A good student must _____ .

**10.** A good student mustn't _____ .



**8.** ***Complete the sentences with "should / shouldn't / could /must / mustn't".***

1. It is rainy. You _____ take your umbrella.
2. The doctor said: You _____ eat a lot of carbohydrates, but you _____ eat lots of fruit and vegetables.
3. If you are not successful at first, you _____ try it again.
4. We _____ go to the cinema after school if they like.
5. I _____ apologize. I broke her heart.
6. You _____ attend a course or study on your own to improve your English.
7. Passengers _____ fasten their seat belts.
8. _____ I buy it or not?
9. We _____ go there now. It's too hot.
10. You _____ shout in the school corridors.
11. People _____ be honest in buying and selling things.

**9.** ***Read the situations and make requests using "can /could".***

1. You must carry a big box, but you can't. It is too heavy. Ask for help.

   _____ ?
2. You don't know where Bond Street is. Ask the way.

   _____ ?
3. You need a dictionary and your friend has a dictionary. Ask for his/her dictionary.

   _____ ?
4. You are at the table. You can't reach the salt. Ask someone to pass it.

   _____ ?
5. Someone calls you. You are very busy. Ask her to call back later.

   _____ ?

**10.** ***What must he do? He has a lot of work to do. Use the clues and write his tasks.***

**1.** some letters
**2.** some documents
**3.** a shopping list
**4.** an electric bill and a gas bill
**5.** a dentist appointment card
**6.** an ATM card
**7.** an interview
**8.** lunch with a customer
**9.** street animals

| | |
|---|---|
| pay | read |
| have | get |
| write | do |
| make | see |
| feed | |

**1.** *He must write some letters* _____.

**2.** _____.

**3.** _____.

**4.** _____.

**5.** _____.

**6.** _____.

**7.** _____.

**8.** _____.

**9.** _____ _____.

# THEME 7

# FOOD AND FESTIVALS

**FUNCTIONS**

1. Talking about national and international festivals
2. Describing actions and processes

**Listening** : Ordering the steps of a process given in a TV Show

**Pronunciation**: Practising the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc)

**Speaking** : Taking part in a dialogue about introducing national and international festivals
Describing the steps of a process related to national and international festivals

**Reading** : Evaluating a text to classify various cuisines around the world
Diagrammatizing a text about different festivals all around the world

**Writing** : Writing a process paragraph/blog about their favourite festival

**1.** ***Read the paragraphs and put them in order to make a meaningful text. Then, answer the questions.***

# İSTANBUL TULIP FESTIVAL

( ) Every spring, this flower is celebrated at a festival when tulips blossom in parks and flowerbeds across the city. Almost 160 kinds of tulips are planted in İstanbul. Some are yellow and orange, some are white and lily or red. They come in nearly every colour of the rainbow. About 3,000,000 tulips are planted at Emirgan Park.

( ) You can also see the world's largest tulip carpet in İstanbul, then. About 564,000 tulips are used to make this carpet. You can buy tulip bulbs at Sultanahmet Square and plant them in your garden.

( ) Tulip is a special flower in İstanbul's history. It is found in Ottoman era paintings, clothing, poetry and songs. It is considered a symbol of perfection and beauty and it is the country's national flower.

( ) During the festival, paintings are exhibited and concerts are given. A photography competition, a beach volleyball tournament and an international women's tennis tournament are organized. If you want to see the city at its most colourful time, don't miss the festival time.

**1.** Why is tulip special?

_____ .

**2.** How many kinds of tulips are seen in İstanbul?

_____ .

**3.** What can you do at the festival?

_____ .

## 2. *Rewrite these sentences.*

**1.** They bake “simit” for tourists every morning.

*“Simit” is baked for tourists every morning* .

**2.** Someone organizes a local food festival in Malatya every year.

_____ .

**3.** The restaurant manager sets a meeting with the staff every morning.

_____ .

**4.** They sell Turkish figs all over the world.

_____ .

**5.** An Ottoman Cuisine Chef gives cooking classes.

_____ .

**6.** During the festival they clean the streets every day.

_____ .

## 3. *How to make popcorn? Read the text and rewrite it.*

First, put three tablespoons of oil in a large pot. Then, heat the oil on a high flame. Now, pour half a cup of corn into the pot and cover the pot with a lid. Reduce the flame and gently shake the pot. Turn off the stove when the corn has popped. Finally, empty the popcorn into a large bowl and add melted butter and salt.

*Three tablespoons of oil are put in a large pot* .

*The oil is heated* .

_____ .

_____ .

_____ .

_____ .

_____ .

**4.** ***Read the text and complete it with the given words.***

**add - package - fry - leave - make - peel - put - remove - rinse - sell - slice - soak**

**Banana chips**

Bananachips _____*are made*_____ like this:

First, the bananas _____ by a special machine and then they _____ in water. Next, the clean bananas _____ into the chipping machine. They _____ into thin chips there. Later, they _____. When they are dry, the banana chips _____ in hot oil. The cooked banana chips _____ from the friers using a special sieve. The banana chips _____ then to cool. When they have reached the right temperature, spices _____ for extra taste. Finally, the banana chips _____ and they _____ around the world.

**5.** ***How to make frozen pizza? Read the sentences, put them in order and answer the questions.***

1 Pizza dough ingredients are put in a mixer.

... Pizzas are covered by tomato sauce.

... Pizzas go to the freezer for 20 minutes in -18 °C

... Meat, sausage, tomatoes and peppers are added.

... Cheese is added.

3 Dough rises for about half an hour.

... Roller machine makes dough 2cm thick.

6 Plastic rollers cut the circular shape of the pizza.

... The ingredients are mixed for 4 minutes.

... A machine divides dough into smaller pieces.

**1.** How often do you eat pizza?

_____

_____.

**2.** What kind of pizza do you like?

_____

_____.

**3.** What is needed to make pizza?

_____

_____.

**4.** Would you be interested in making pizzas at a restaurant?

_____

_____.

**6.** ***Read the examples and write the sentences.***

**e.g.** My sister ___*doesn't speak*___ (not speak) English very well.

*Is the bread baked* _____ ( the bread / bake) every day?

**1.** World Food İstanbul _____ (hold) in İstanbul every year.

**2.** My aunt is a pastry chef. She _____ (bake) pastries.

**3.** Who _____ (organize) the Pizzafest in Italy?

**4.** Our food products _____ (export) to several countries.

**5.** My cousin is a chef. He _____ (write) cookbooks.

**6.** Tea _____ (grow) in Rize.

**7.** Tropical fruits _____ (sell) in that shop over there.

**8.** We always _____ (celebrate) festivals well in this country.

**9.** _____ (milk/ deliver) every day?

**10.** _____ (the milkman / deliver) milk every day?

**11.** Who _____ (pay) the food bills in your family?

**12.** How much money _____ (need) to organize a music festival?

**13.** Different types of festivals _____ (celebrate) in India.

**14.** Pocket money _____ (give) to children during religious festivals.

**15.** People _____ (share) various kinds of food and wear new dresses to celebrate the festivals.

**16.** Every religion _____ (have) its own culture and religious beliefs.

**7.** ***Answer these questions.***

**1.** What kind of hobbies are your family members interested in?

**a.** My father _____.

**b.** My mother _____.

**c.** My brother / sister _____

_____.

**2.** What kind of films are you interested in?

_____.

**3.** What kind of sports are your friends interested in?

_____.

**4.** What kind of music are most people in Türkiye interested in?

_____.

**8.** ***Describe a festival in Türkiye.***

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ .

# THEME 8 DIGITAL ERA

**FUNCTIONS**

1. Stating personal opinions in everyday conversations
2. Stating preferences
3. Stating causes and effects
4. Giving an extended description and detailed information about people/places/events

**Listening** : Identifying detailed information from podcasts in English
Determining personal opinions about technology in a video/recorded text

**Pronunciation** : Practising /w/ and /v/ sounds

**Speaking** : Making comments on innovations by stating causes and effects
Talking about their preferences in technological devices

**Reading** : Scanning a text about the evolution of technology for specific information
Evaluating the effects of social media in a written text to draw conclusions

**Writing** : Writing a cause and effect paragraph about the importance of netiquette
Writing an online-digital collaborative story

**1.** ***Complete the sentences with "who", "which", "where" or "when".***

1. What is the name of the device _____ dries hair?
2. The students _____ are in the classroom are doing the test online.
3. The website _____ we are going to access the metaverse is not known.
4. My uncle drives a car _____ has a digital screen.
5. Can you tell me the year _____ the digital era began?
6. The teacher got angry with the students _____ didn't do their digital homework activities.
7. I know that lady _____ would like to buy a tablet.
8. This is the cat _____ has a microchip. We can find its owner.
9. The day _____ our digital newspaper was created was February 1st.
10. 12:30 p.m. is the hour _____ my digital watch beeps.

**2.** ***Combine the following sentences using "who, which", "where" or "when".***

1. I bought a new mobile phone. It can design clothes.

*I bought a new mobile phone which can design clothes*.

2. A smartphone is a cell phone. It lets you send text messages.

_____.

3. Martin Cooper was an American engineer. He built the first mobile cell phone.

_____.

4. Silicon Valley is a global center of technological innovations. Dozens of major technology, software and internet companies are located there.

_____.

5. He sent a text message. It surprised me.

_____.

6. The first smartphone was developed in 1992. People had cellphones for 19 years then.

_____.

**7.** Don't use my digital watch. It was a present from my brother.

_____.

**8.** May was the month. I bought this cordless phone then.

_____.

**9.** Let's go to that technology shop. There's a sale there.

_____.

**10.** My cousin helped me to choose this brand of MP3 player. He knows a lot about electronics.

_____.

**11.** I don't understand a single word of this TV user guide. The TV seller sent it to me.

_____.

**3.** ***Complete the sentences in the dialogue as in the example. Use "who", "where" or "which".***

**4.** ***Read the example, look at the photos and write. Use "prefer / 'd rather" and "because".***

**e.g.** I'd rather have a smartphone than have an MP3 player because I can only listen to music on an MP3 player.

**1.**

car

motorcycle

_____.

**2.**

TV

guitar

_____.

**3.**

kitchen mixer

blender

_____.

**4.**

hair straightener

hair dryer

_____.

**5.** ***Use "therefore /so / because" in the blanks.***

**e.g.** I've been interested in science and animals. **Therefore**, I've decided to study biology.

**1.** I'm studying programming _____ I like computer technology.

**2.** I was very tired, _____ I couldn't take my computer class online.

**3.** I can't understand it. _____, I'm going to ask my computer to translate it.

**4.** He is sad _____ his computer which his father bought broke down.

**5.** She didn't invite me, _____ I didn't go to her lecture on digital crimes.

**6.** – I've forgotten the password.

– _____, we will have to change it.

**7.** I think; _____ , I am.

**8.** He is in the town centre _____ he wants to buy a digital clock.

**9.** I haven't got enough money, _____ I cannot buy the tablet you want.

**10.** The programming company president couldn't come to the meeting. _____, we cancelled the meeting.

**6.** ***Respond to these sentences using "think / believe / suppose / guess".***

**1.** – I'd like to buy headphones.

– _____

_____.

**2.** – Which apps use a lot of battery?

– _____

_____.

**3.** – They say the new computer teacher is very nervous.

– _____

_____.

**4.** – I'd like to change my mail address.

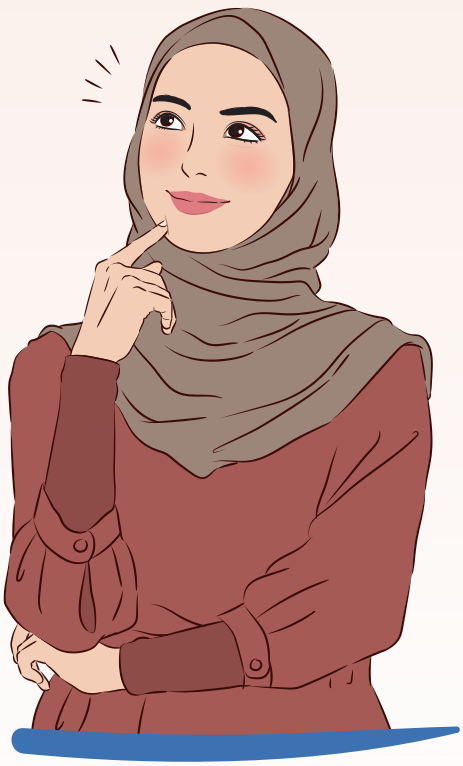
– _____

_____.

**5.** – We're going to have a 3 days' holiday next week!

– _____

_____.



**7.** ***Read the digital news and complete it with the sentences/clauses below. Write the numbers in the parentheses. Then, write your comments on the pieces of news.***

**1.** which killed more than 650 people
**2.** a young man who works there
**3.** 14 people died
**4.** which was taking students home
**5.** the thief didn't accept
**6.** one person died

## MONKEY STEALS MONEY

Last month, an unusual thief visited a jewellery shop. The thief was a monkey. He was sitting outside the shop door and (  ) offered a piece of fruit to the monkey. Shortly after that, the monkey pushed the door open and went inside the shop. He sat in an office chair, relaxed, then, took some money and ran off with it.

The young man offered a banana to the monkey to take the money back, but (  ) and escaped into the street with about 150 US dollars.

## SCHOOL BUS IN TÜRKiYE

In Türkiye, a bus, (  ) after a weekend trip from a national park, collided with another car and then fell into the canal. (  ). The fall injured more than 26 others. Emergency services worked hard through the night to rescue survivors and to pull the bus out of the canal.

## EARTHQUAKES IN ECUADOR

Last month in Ecuador, an earthquake, (  ), left 29. 000 Ecuadoreans homeless.

Recently, there were two more earthquakes in the country. Fortunately, this time only (  ) and the earthquakes caused light damage to the region.

**e.g.**
- I don't believe the monkey news. How can it steal money?
- I think all drivers should be more careful to prevent accidents.
- I'm very sorry about the earthquake in Ecuador. We must help them.

**Monkey Steals Money**

**School Bus in Türkiye**

**Earthquakes in Ecuador**

**8.** ***Read the words below. Do you use their Turkish meanings when you talk to people around you? Work with your deskmate and tick (✔) if you use the Turkish words for them.***

| | | | | |
|---|---|---|---|---|
| download (...) | mouse (...) | browser (...) | search (...) | cancel (...) |
| copy (...) | paste (...) | inbox (...) | upload (...) | spam (...) |

**9.** ***What are they? Write the names.***

**1.** Write the name of the machine/device which tells the time.

_____.

**2.** Write three things which keep you warm.

_____.

**3.** Who is the person who takes care of the sick people in the hospital?

_____.

**4.** Write the name of the bird which has a beautiful tail.

_____.

**5.** Write three things which give you calories.

_____.

**10.** ***Read the "Note!", decode this text message and write the message.***

**Note!**

***Chat Acronyms***

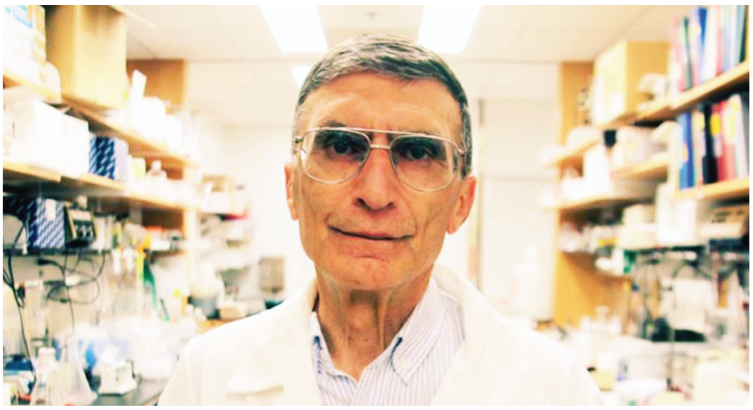
@: at
2: to, too
2nite: tonight
2U2: to you too
4: for
AYT: Are you there?
B4: before
B/C: because
BTW: By the way
CU: See you
PLZ: Please
TX, TNX: Thanks
TYVM: Thank you very much
Dnr: dinner
F2F: Face to face
B4N: Bye for now.
G4I: Go for it.
U2: You, too.

"Cud I c u 2nite 4 dnr @ 7?"

_____?

**11.** ***Think about a social problem and start a campaign on social media.***

**e.g.** We must help our friends who are disabled.
Why don't we buy wheelchairs for them? We can do it.
If they are happy, we are happy.



# THEME 9

# MODERN HEROES AND HEROINES

**FUNCTIONS**

1. Talking about imaginary situations
2. Expressing wishes
3. Guessing meaning from the context

**Listening** : Recognizing the phrases related to imaginary situations in a recorded text
Making use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines

**Pronunciation** : Practising the contraction of "I would" I'd /aɪd/

**Speaking** : Talking about their personal hero (who he/she is and why he/she is their hero/heroine)
Talking about what they would do if they were a hero(ine)

**Reading** : Guessing the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines
Interpreting a text to identify the author's wishes

**Writing** : Writing a paragraph imagining themselves as a hero/heroine

**1.** ***Read the text and write true (T) or false (F).***

I'm really interested in ecology and my heroine is Rachel Carson (1907-1964) because she was the first person to make people think about humans' damage to the Earth's ecosystems. She began as a biologist, specialising in writing about the sea, but she gradually became aware of the danger of using synthetic pesticides like DDT (Dichloro Diphenyl Trichloroethane) and learned they could harm the whole of the food chain, from the worm to humans! She wrote her classic book Silent Spring in 1962 to explain this to the general public. The title of Silent Spring says that one day all the birds will be dead so they won't be able to sing in the springtime. The agricultural and chemical industries reacted very badly to the book and said she was unprofessional. But other scientists researched and proved that she was right about the dangers of chemicals. She said some chemicals would kill insects. Nowadays there is a movement for organic food production, but unfortunately, things in general are still getting worse. We still need to read Rachel Carson's book and think about its message.

1. Rachel Carson specialised in pesticides. (.....)
2. She showed that humans were harming the environment. (.....)
3. Using synthetic pesticides was dangerous for the food chain. (.....)
4. The book "Silent Spring" says that humans must be silent in spring. (.....)
5. Chemicals are used to kill insects. (.....)
6. If farmers didn't use chemicals, we wouldn't have organic food. (.....)

**2.** ***Match the sentence halves.***

| | |
|---|---|
| **1.** If I had superpowers, ( ) | **a.** I would work in Tokyo. |
| **2.** If I knew how to type, ( ) | **b.** he would solve the homelessness problem. |
| **3.** If I knew Japanese, ( ) | **c.** I would play basketball. |
| **4.** If I had a lot of money, ( ) | **d.** I would take an umbrella. |
| **5.** If he were the prime minister, ( ) | **e.** I wouldn't worry about anything. |
| **6.** If I were taller, ( ) | **f.** I could fly. |
| **7.** If I were a bird, ( ) | **g.** I would buy a house. |
| **8.** If I were you, ( ) | **h.** I would get a better job. |

**3.** ***Read the example and rewrite each comment.***

**1.** Supposing you had wings, what would you do?

What *would you do if you had wings* _____?

**2.** Why don't you leave now? I would do so.

If _____.

**3.** Imagine you were rich. What would you do?

What _____?

**4.** Supposing Jack came with us. What would you say?

What _____?

**5.** Imagine we found a kitten in front of the door. I would adopt it.

Would you _____ if you found it in front of the door?

**4.** ***Read the situations and write "if" sentences.***

**1.** She doesn't speak English, so she doesn't understand you.

If she _____ English, she _____ you.

**2.** He can't drive, so he won't buy a car.

If he _____, he_____ a car.

**3.** I don't have any money, so I can't help the refugees.

If I _____ some money, I _____ the refugees.

**4.** He eats too much, so he's fat.

If he _____ too much, he _____ fat.

**5.** I don't know the answer, so I can't tell you.

If I _____ the answer, I _____ you.

**6.** I'm not very clever, so I won't be a doctor.

If I _____ clever, I _____ a doctor.

**7.** Jim works very hard, so he has no time to spend with his family.

If Jim _____ very hard, he _____ time to spend with his family.

**8.** We don't have a big house. We can't invite friends to stay.

If we _____ a big house, we _____ friends to stay.

**9.** There aren't any eggs, so I won't make an omelette.

If there _____ some eggs, I _____ an omelette.

**10.** I don't have any spare time, so I can't learn Spanish.

If I _____ some spare time, I _____ Spanish.

**5.** ***What would you do if you won €1,000,000? Write.***

If I won €1,000,000, _____

_____.

**6.** ***Write "wish" sentences as in the example.***

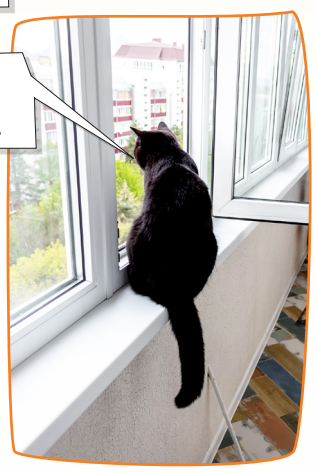
I wish I were in the park with some friends.

_____
_____.

_____
_____.

_____
_____.

_____
_____.



_____
_____.

_____
_____.

**7.** ***Write "wish" sentences as in the example.***

**1.** I'm small.

*I wish I weren't small*_____.

2. We live in the city.

_____.

3. I don't have a holiday this year.

_____.

4. I can't ski.

_____.

5. The streets are very dirty.

_____.

6. I'm out of work.

_____.

7. I can't lose weight.

_____.

8. I like chocolate so much.

_____.

9. I can't travel around the world.

_____.

10. I can't win a gold medal for my country.

_____.

**8.** ***What are some things you wish you could do? What would you do if your wish came true?***

**e.g.**

I wish I could speak English very well. If I could speak English, I would teach it to all the children in my neighbourhood.

_____

_____

_____.

**9.** ***Read and complete the text using the keywords. Then, guess the meanings of the words in bold.***

**Carla** : Mark, I'm so sorry, I can't go out with you to the restaurant tonight. If I _____ (not have) so much to do, I _____ (come).

**Mark** : Why are you so busy?

**Carla** : I'm going on a business trip tomorrow. I wish I _____ (can come) with you. We _____ (can have) a great time!

**Mark** : But, Carla…

**Carla** : Life _____ (be) much easier if I didn't have to go on business trips. We _____ (meet) so many times and _____ (visit) so many places if I _____ (not have) this job and if I _____ (have) more free time.

**Mark** : Carla, I wish you _____ (**give up**) this job. If you _____ (leave) this job, we _____ (spend) a lot of time together. Please, follow my advice.

**Carla** : Oh, Mark! I wish I _____ (be) so **silly**! You know, I can't lose my job.

**a.** "give up" means: **a.** to change
**b.** to stop doing

**b.** "silly" means: **a.** lucky
**b.** foolish

**10.** ***Place the words "give up" and "silly" in the sentences below.***

**1.** It was very _____ of you to go out in the sun without a hat.

**2.** I've _____ trying to learn French. It's too difficult for me.

eta Activity

# THEME 10 SHOPPING

**FUNCTIONS**

1. Making comparisons
2. Talking about different kinds of clothing and shopping
3. Describing objects and people

**Listening** : Categorizing the descriptive vocabulary related to objects and people in a recorded text
Filling in the blanks in a recorded dialogue in a clothes shop

**Pronunciation** : Practising intonation in comparative and superlative structures

**Speaking** : Comparing clothes by using key words and phrases related to shopping
Acting out a dialogue in clothes shop

**Reading** : Answering comprehension questions of a text on clothing in different cultures

**Writing** : Preparing a blog about new trends on technology/architecture/fashion etc
Writing an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences

**1.** *Who says these phrases? A shopkeeper/An assistant or a customer? Read and mark.*

| | Shopkeeper / Assistant | Customer |
|---|---|---|
| How can I help you? | | |
| Do you need any help? | | |
| I'd like … | | |
| Do you have any …? | | |
| Could I have …? | | |
| I'm looking for … | | |
| Cash or card? | | |
| I'll have this one, please! | | |
| I'll take it. | | |
| Do you have them in size …, please? | | |
| How much is it/are they? | | |
| The changing rooms are over there. | | |
| Can I try them on, please? | | |
| What do you think of it? | | |
| How would you like to pay? | | |
| You can buy a smaller one for $52. | | |
| Is that all? | | |
| Do you take credit cards? | | |
| Can I help you with anything? | | |
| How about these? | ✔ | |

**2.** ***Complete the dialogue with the following sentences.***

**A.** Yes, please. I'm looking for a shirt.
**B.** I don't think so. Have you got anything darker?
**C.** Oh, all right. I'll take it. Here is the money.
**D.** Large.
**E.** Blue, please.
**F.** Twenty-five dollars! That's expensive.
**G.** No, that's too dark.
**H.** Oh, that's nice. How much is it?
**I.** That's a pity.
**J.** Five dollars.

**Assistant :** Good afternoon. Can I help you?

**Customer:** (1) _____.

**Assistant :** What colour would you like?

**Customer:** (2) _____.

**Assistant :** I see. And your size is ...?

**Customer:** (3) _____.

**Assistant :** Large. OK. How about this one?

**Customer :** (4) _____.

**Assistant :** Yes, here's one.

**Customer:** (5) _____.

**Assistant :** I'm afraid these are the only two kinds of blue we have.

**Customer:** (6) _____.

**Assistant :** Oh, wait a minute. We have this one. It has blue stripes.

**Customer:** (7) _____.

**Assistant :** Twenty-five dollars.

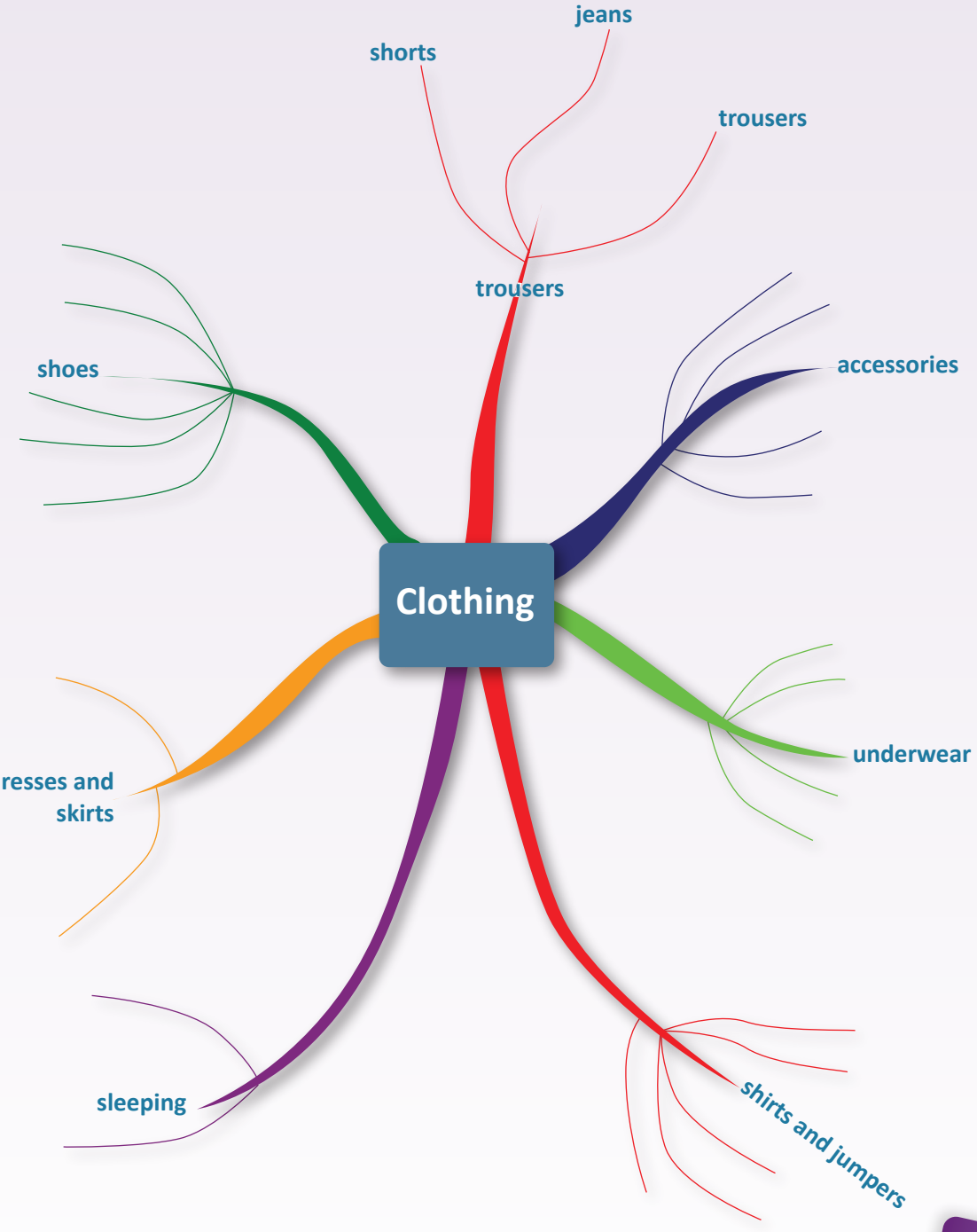
**Customer :** (8) _____.

**Assistant :** But, it's very good quality.

**Customer :** (9) _____.

**Assistant :** Here is your change. (10) _____.

**3.** ***Write some names of clothing on the diagram as in the "trousers" example.***



**4.** ***Complete the text using comparatives.***

I've got two very good friends, Meg and Carla, and they are different. For example, Meg is _____ Carla (tall) and she is also _____ (beautiful). She is _____ (energetic) and plays a lot of sports, too. Meg has _____ Carla (good taste) in dressing. In fact, she is _____ (fashionable) and she is _____ Carla (good at shopping). I don't think one is _____ the other (intelligent). They are both clever and very nice people.

**5.** ***Complete the sentences. Use comparatives or superlatives.***

1. Sarah is _____ John (extravagant). John is _____ Sarah (careful with money). Henry _____ John (prudent). Henry is _____ (prudent) customer of the three.
2. I think foodstuff is _____ clothes (expensive).
3. The stores in my area are _____ in my town (popular) and their prices are _____ any other stores, too (low).
4. Nowadays people buy _____ (many things online) in stores.
5. Sandals _____ plain shoes (cheap), but good quality sneakers are _____ (expensive) shoes in the shop.

**6.** ***Read the example, describe and compare the people and objects in the photos.***

**e.g.**

## Red casual shoes: €40
## Brown walking boots: €85

The red shoes are €40 and high quality. They are cheaper and look much smarter than the walking boots.

The brown walking boots are real leather and waterproof. They are definitely more comfortable than the red shoes.

_____

_____

_____

_____

_____.

_____

_____

_____

_____.

_____

_____

_____

_____.

**7.** ***Complete the sentences with suitable comparative or superlative words.***

1. She is _____ girl in the class.
2. Summer clothes _____ winter clothes .
3. A department store _____ a store.
4. This painting is _____ in my house.
5. What is _____ in the world?
6. These shoes are _____ your shoes.
7. Türkiye is _____ in Europe.
8. Hoodies are _____ cardigans.

**8.** ***Read the text and complete it with a comparative or superlative form.***

Last weekend my family and I went to a department store. It is ___*the biggest*___ (big) store in the country and it is _____ (popular) place to do shopping. It is _____ (far) away from the city center, but I think it is _____ (cheap) the stores in the city center because the products in it are _____ (low quality) the products in the other stores.

I went shopping in the department store alone and I bought _____ (many things) the others. We also went to a restaurant. I ate _____ (many meatballs) anyone else. When I ate them, I thought they were _____ (tasty meatballs) ever. It was _____ (fantastic) weekend of the year.

Activity

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# VISUAL BIBLIOGRAPHY & ANSWER KEY QR CODES

The bibliography of websites and the visual bibliography can be accessed by scanning the QR code. The photos with code numbers were bought from “www.shutterstock.com”.

VISUAL BIBLIOGRAPHY

The answer key of Workbook can be accessed by scanning the QR code.

ANSWER KEY

25°D
30°D
35°D
40°D
45°D
50°D
40°K
35°K
ROMANYA
Bükreş
UKRAYNA
RUSYA FEDERASYONU
HAZAR DENİZİ
Sofya
BULGARİSTAN
K A R A D E N İ Z
GÜRCİSTAN
Tiflis
Sinop
Edirne
Kırklareli
Bartın
Zonguldak
Kastamonu
ACARA Ö.C.
Artvin
Ardahan
ERMENİSTAN
AZERBAYCAN
Kura N.
Tekirdağ
İstanbul
Samsun
Ordu
Giresun
Trabzon
Rize
Kars
Erivan
YUNANİSTAN
Meriç N.
MARMARA DENİZİ
Kocaeli
Düzce
Karabük
Gökçeada
Yalova
Sakarya
Bolu
Çankırı
Amasya
Çorum
Tokat
Gümüşhane
Bayburt
Çoruh N.
Aras N.
Çanakkale
Bozcaada
Bursa
Bilecik
Sakarya N.
Ankara
Erzincan
Erzurum
Iğdır
Ağrı
NAHÇIVAN Ö.C. (AZERBAYCAN)
Balıkesir
Eskişehir
Kırıkkale
Yozgat
Sivas
Kelkit N.
Fırat N.
Tunceli
Bingöl
Muş
Bakırçay N.
Kütahya
Kırşehir
Manisa
Gediz N.
Afyonkarahisar
Tuz Gölü
Elâzığ
Van Gölü
Van
Atina
Uşak
İzmir
Küçük Menderes N.
Nevşehir
Kayseri
Malatya
Bitlis
Urumiye Gölü
Aksaray
Diyarbakır
Siirt
Aydın
Büyük Menderes N.
Konya
Adıyaman
Batman
Hakkâri
Denizli
Isparta
Burdur
Niğde
Kahramanmaraş
Şırnak
Mardin
İ R A N
Muğla
Karaman
Seyhan N.
Osmaniye
Gaziantep
Şanlıurfa
Antalya
Adana
Kilis
Mersin
Ceyhan N.
Dicle N.
Göksu N.
Hatay
Fırat N.
Asi N.
KUZEY KIBRIS TÜRK CUMHURİYETİ
Erenköy
Lefkoşa
S U R İ Y E
I R A K
GÜNEY KIBRIS RUM YÖNETİMİ
LÜBNAN
Beyrut
Bağdat
Şam
A K D E N İ Z
L İ B Y A
Tel Aviv
FİLİSTİN
Batı Şeria
FİLİSTİN
Gazze Şeridi
Doğu Kudüs
İSRAİL
M I S I R
Süveyş K.
Nil N.
TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
AKARSU
0 50 100 200 300 400 km
Harita Genel Müdürlüğü tarafından üretilmiştir.

TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
ÜLKE KISALTMALARI
ARNAVUTLUK ARN
BELÇİKA BEL
BOSNA - HERSEK BH
GÜNEY KIBRIS RUM YÖNETİMİ GKRY
HIRVATİSTAN HRV
İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
KUZEY KIBRIS TÜRK CUMHURİYETİ KKTC
KUZEY MAKEDONYA KMKD
LİHTENŞTAYN LİH
SIRBİSTAN SRB
R U S Y A F E D E R A S Y O N U
KAZAKİSTAN
TÜRKİYE
SAHA (YAKUT) C.
SİNCAN UYGUR ÖZERK BÖLGESİ
MOĞOLİSTAN
ÇİN HALK CUMHURİYETİ
HİNDİSTAN
PAKİSTAN
AFGANİSTAN
İRAN
TÜRKMENİSTAN
ÖZBEKİSTAN
KIRGIZİSTAN
TACİKİSTAN
AZERBAYCAN
GÜRCİSTAN
UKRAYNA
BELARUS
POLONYA
ALMANYA
FRANSA
İSPANYA
PORTEKİZ
İTALYA
IRAK
SURİYE
SUUDİ ARABİSTAN
MISIR
LİBYA
CEZAYİR
TUNUS
SUDAN
ÇAD
NİJER
YEMEN
UMMAN
BANGLADEŞ
Barents Denizi
Norveç Denizi
Kara Denizi
Ohotsk Denizi
Bering Denizi
Akdeniz
Karadeniz
Hazar Denizi
Kızıldeniz
Umman Denizi
Yemen Denizi
Manş Denizi
Kuzey Denizi
Baltık Denizi
Tiren Denizi
Adriyatik Denizi
Astana
Moskova
Ankara
Bişkek
Taşkent
Aşkabat
Duşanbe
Kâbil
İslamabad
Yeni Delhi
Tahran
Bağdat
Riyad
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